

Research Summary

Title	Summary	Link
<p>Title II Reports: National Teacher Preparation Data</p>	<p>State reports on data elements such as the number of individuals enrolled in teacher preparation programs, the number of providers and programs, program completers, and descriptions of programs as available.</p> <p>The 2018 Report contains the data from 2016-17.</p> <p>Data is available for all 50 states and US Territories.</p>	<p>Title II National Teacher Preparation Data Reports</p>
<p>The Nevada Teacher Workforce Report</p>	<p>The purpose of the Teacher Workforce Report (TWR) is to provide a state of the field of teacher workforce in Nevada. Teacher recruitment and attrition represent two components of the U.S. teacher shortage crisis. In terms of recruitment, traditional teacher education programs have encountered diminishing enrollment numbers and graduation rates nationally for more than 40 years. ARL enrollment counts were at a low of 241 in 2012-13 (89% decrease). Enrollment has rebounded to 857 by 2015-16 (most recent data available).</p> <p>Candidates enrolled in Nevada’s preparation programs are primarily female (78.1%) and White (50.1%).</p> <p>The current candidate demographics are not aligned with Nevada’s student population (i.e., 66.8% identifying with a race/ethnicity other than White).</p> <p>The racial/ ethnic breakdown of completers is less diverse than those enrolled in teacher education programs.</p> <p>Nevada has relied heavily on recruitment of new teachers prepared out-of-state. Since 2011-12, there have been 10,616 licenses granted in Nevada (3,990 in-state, 6,626 out-of-state). A majority of new teaching licenses in Nevada are granted to individuals whose professional education was completed out-of-state (i.e., 62.4%).</p> <p>NSHE reported in 2016-17 only 58.6% of the statewide demand for teachers was met for 2016-17 by NSHE institution completers and there remained an estimated 1,262 teachers needed to meet the demand shortfall. Further, they show that only 60.0% to 73.3% of graduates from NSHE institutions remain in the profession at least five years.</p>	<p>The Nevada Teacher Workforce Report</p>

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Teacher Voice Report: 2010-2014	<p>The Teacher Voice Survey assesses staff perceptions of the teaching and learning environment by asking questions based on the 8 Conditions that Make a Difference. The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action.</p> <p>Teacher Voice Survey Demographics: 73% were classroom teachers, 14% were certified support staff, and 12% were support staff, 22% were male and 78% were female.</p> <p>The Teacher Voice Report reveals both positive findings and areas in need of dramatic improvement. Results indicate some profound differences in the way staff and students view school, as well as some sad similarities. In particular, staff perceptions of students, staff willingness to take healthy risks, and the recognition of staff effort, perseverance, and citizenship must receive additional attention.</p> <p>One key to all of this is teacher voice. If conditions are to improve for staff, they must be able to safely and freely articulate their concerns and questions. They must see themselves as leaders, and believe they are valued members of the school community.</p> <p>Predictor variable tables on p. 27-29 demonstrate how likely staff are to respond to certain survey questions based on a particular survey response.</p>	Teacher Voice Report: 2010-2014

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Equity by Design: On Educating Culturally Sustaining Teachers	<p>This paper addresses the initiatives can potentially recruit and sustain a more racially diverse and social justice minded student and faculty population into teacher education. Extraordinary racial, ethnic, and linguistic shift in the student population last few decades. Sixty-five (65%) percent to 70% of public school students will be students of color within 20 years.</p> <p>Educational policy/instruction, teacher education programs, and the teacher workforce has remained largely the same. There is a major need to develop programs and resources to foster a teaching force and a teacher education force that is representative of the diversity of our schools. There are inadequate recruitment, graduation, and retention rates for students of color on university campuses, particularly within teacher education programs. There needs to be support to prepare teachers to value, to see as whole and human, the young people of color and communities of color they will work with. This must be done in concert with the “learning how to teach” generally forwarded in methods classes and student teaching. It is important to take into account where people want to teach and why, in terms of programs focused on teaching with students of color. If pre-service teachers express a desire not to work with students of color we might ask why they are going into teaching in the first place.</p>	Equity by Design: On Educating Culturally Sustaining Teachers

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<p>2020 Voices from the Classroom: A Survey of America's Educators</p>	<p>This report is based on a nationally representative survey of teachers (e.g. race, ethnicity, subject area, experience, etc.) that captures the views and opinions across the country on a wide variety of education issues.</p> <p>Teachers want effective preparation and professional development throughout their careers. 12% of teachers feel their preparation programs train prospective teachers for the realities of the classroom “very well.”</p> <p>21% of teachers who received professional development at their school felt it was “very effective” in improving their teaching.</p> <p>63% of teachers report having a higher salary is the top motivator to continue being a classroom teacher.</p> <p>41% of teachers rated higher starting salary has the most effective financial incentive to recruit and retain teachers. Followed by 27% of teachers rating student loan forgiveness as the most effective financial incentive to recruit and retain teachers.</p> <p>28% of teachers feel “very well informed” about the amount of personal retirement income they will have when they retire.</p> <p>98%-99% of teachers rate “important” or “critically important”: the ability to keep their retirement account if they decide to leave teaching; the ability to keep their retirement account if they decide to teach in another district or state; have benefits accrue evenly; access to employer contributions; and how their money is invested.</p> <p>37% of teachers report they “often” or “sometimes” fear for their own physical safety at school.</p> <p>31% of teachers strongly agree the curricula for students is accessible and appropriate for all learners in their classroom and 27% of teachers say they have a role in selecting the school curricula</p>	<p>2020 Voices from the Classroom: A Survey of America's Educators</p>

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Mind the Gap: 20 Years of Progress and Retrenchment in School Funding, Staffing Resources, and Achievement Gaps	This report longitudinally tracks achievement gaps and potential factors explaining the ebbs and flows of these gaps. It addresses equitable and adequate funding, class sizes, and teacher salaries.	Mind the Gap
Teacher Turnover: Why It Matters and What We Can Do About It	This report analyzes nationally representative survey data from the 2012 Schools and Staff Survey and the 2013 Teacher Follow-up Survey. Turnover rates are lowest in states that tend to offer higher pay, support smaller class sizes, and make greater investments in education. Turnover rates are higher in Title I schools (Title I Math and science teachers are nearly 70% greater than in non-Title I schools. Higher for ARL teachers). Most frequent reason cited for leaving teachers their school or the profession (55% noted by those who left the profession and 66% noted by those who left their school) dissatisfaction with testing and accountability pressures; lack of administrative support; dissatisfactions with the teaching career (includes lack of opportunities for advancement); and dissatisfaction with working conditions Predictors of turnover include: ARL certification; math, science, special education, English language development, and foreign language teachers; lack of administrative support; and salary	Teacher Turnover: Why It Matters and What We Can Do About It
Rural Teacher Recruitment and Retention Practices: A Review of the Research Literature, National Survey of Rural Superintendents, and Case Studies of Programs in Virginia	An in-depth review of research and practice literature. Also includes the findings of a national survey conducted of 597 superintendents regarding the recruitment and retention practices. Provides suggestions that hold the greatest promise for yielding results.	Rural Teacher Recruitment and Retention Practices

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Factors related to teacher mobility and attrition in Colorado, Missouri, and South Dakota	This study looked at recruitment and retention in the rural settings of Colorado, Missouri, and South Dakota. The report presents strategies that may be replicated to examine the effectiveness of policies and practices that are aimed at improving teacher retention.	Factors Related to Teacher Mobility and Attrition
Mitigating Teacher Shortages: Alternative Teacher Certification	One of five reports (links to other four are in the document) that explore research on teacher shortages and report the findings of various state task forces. Each report provides the strategies being used in various states.	Mitigating Teacher Shortages
Solving the Teacher Shortage: How to Attract and Retain Excellent Educators	This paper reviews an extensive body of research on teacher recruitment and retention, and identifies five major factors that influence teachers' decisions to enter, stay in, or leave the teaching profession, generally, and high-need schools, specifically. Those factors are: 1) salary/compensation, 2) how well they were prepared and the costs associated with becoming a teacher, 3) challenges in the hiring process, 4) support including mentoring, coaching, feedback cycles, and 5) working conditions. The link contains additional resources.	Solving the Teacher Shortage
Eight Questions on Teacher Recruitment and Retention: What Does the Research Say?	A summary of the findings of a report by the Education Commission of the States (ECS) that seeks to answer 8 questions: 1) What are the characteristics of those individuals who enter teaching, 2) How do those individuals who remain in teaching compare with those who leave, 3) what are the characteristics of schools and districts most likely to be successful in recruiting and retaining teachers, 4) what impact do the working conditions in schools have on their ability to recruit and retain teachers, 5) What impact does compensation have on the recruitment and retention of teachers, 6) what impact do various strategies related to teacher preparation have on teacher recruitment	Eight Questions on Teacher Recruitment and Retention

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<p>Responding to Teacher Shortages; Education Week Spotlight</p>	<p>This report provides an anthology of 7 Education Week articles addressing recruitment and retention. Issues addressed in this Spotlight, are why educators are leaving the classroom and how districts are providing child-care, affordable housing, and transfer benefits to boost teacher recruitment and retention.</p>	<p>Education Week Spotlight Responding to Teacher Shortages</p>
<p>Understanding Teacher Shortages: 2018 Update</p>	<p>This site contains a map that highlights a number of key factors that reflect and influence teacher supply and attrition and signal whether states are likely to have an adequate supply of qualified teachers to fill their classrooms. Based on these data—which treat compensation, teacher turnover, working conditions, and qualifications—each state is assigned a “teaching attractiveness rating,” indicating how supportive it appears to be of teacher recruitment and retention and a “teacher equity rating,” indicating the extent to which students, in particular students of color, are assigned uncertified or inexperienced teachers.</p>	<p>https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive</p>